K-5 ELA Lesson Plan

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| **Teacher:** | | **Grade: 4** | | | **Date(s)**: Oct. 18 &19, 2012 |
| **Unit Title:** Unit 2 – Establishing A Community of Good Readers And Writers | | | **Corresponding Unit Task: Task 2** | | |
| * **Essential Question(s):** When reading about a topic, how do readers distinguish between interesting details and details that are relevant and descriptive? * How do good readers determine and support a main idea of a text? * How do readers and writers use text evidence to support their thinking? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Computers, index cards, pencils, chart paper, markers, NC History books, NC geographical video**  **Interdisciplinary Connections**  **4. H.2 –** Understand how notable structures, symbols, and place names are significant to North Carolina.  **4. H.2.1 –** Explain why important buildings, statues, monuments and place names are associated with the state’s history.  **4. H.2.2 –** Explain the historical significance of North Carolina’s state symbols. | | | | **Informational text** - includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics  **Main idea -** The central thought or message of a reading passage.  **Summarize** - to tell the main ideas, events, or facts, in your own words  **Text Evidence** - facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Reading and Writing**  **Standards: L.4.4a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase  **RI.4.1 -** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **I Can:** I can summarize important information in clear sentences.  **Instructional Plan: Teacher demonstrates choosing one NC symbol from this website and writing about it in a short and concise manner. Students will read about NC Symbols online,** [**http://www.secretary.state.nc.us/kidspg/symbols.htm**](http://www.secretary.state.nc.us/kidspg/symbols.htm) **and choose 4 symbols to draw and write a mini blurb of information for each on the front of an index card.** | | | | |
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| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Word Study**  **Standards: RI.4.7 -** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  **RF.4.3** - Know and apply grade-level phonics and word analysis skills in decoding words.   1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.   **I Cans: I can show you on a map the 3 distinct geographical areas of NC and elaborate on each.** **I can name 3 cities in the 3 major geographical areas of NC.**  **Instructional Plan: What are the characteristics of a coast, piedmont, and mountain area. Teacher shows a video about NC’s 3 geographical regions. Kids working in 3 cooperative groups make a list on chart paper of key words to describe their region. Students will then prepare a mini skit where 6 words from there region are mentioned. Kids can have a main narrator read aloud while they act out parts. Ex: a family setting up camp in the mountains of NC.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Speaking & Listening**  **Standards:** **SL.4.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   **I Cans: I can share information about NC history with my classmates**  **Instructional Plan: Play a game called “Did you know?” Learn 2 facts about NC**  **History. Research is gathered prior in a 20 min. “Let’s learn about NC history hunt”. NC history materials are provided on each table. Notes are taken. Next, students have 6 minutes to talk to 10 classmates one on one and share a fact in a well spoken voice. They carry a blank index card and when a pair is done sharing they put a star each other’s card. Each person must start with the words “Did you know…”, their partner replies with an appropriate response, ex: No, I didn’t realize the Wright Brothers flew the first airplane here. Or Yes, I knew that….** | | | | |
| **Closing/Summarizing Strategy** | NC is a state of rich history, neat symbols, and fun places to visit. Give written feedback with a partner on why you are proud of your state. What do you think NC will be famous for in the future? | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Research a NC historical person. Dress up like them and give a short class talk about yourself. | | Write a short chant about several NC symbols and clap it out with several classmates. | | | Use a NC map outline and record short fun facts about NC on it with a small group. Practice reading it aloud with a partner. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Teacher notes on paper how each student does on each task. Giving them a score of 1(low), 2(avg.) or 3(high) level of focus and participation.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*